

Primary Grades K-2 Language Arts Essential Standards

Standard #1: Inquiry

Ask questions, look for answers, sort and classify information.

Standard #2: Connection

Recognize and retell what is seen, done, and read.

Standard #3: Structure

Choose and plan pictures, words, sentences, and stories.

Standard #4: Creation

Create a project that demonstrates understanding of what is read.

Standard #5 Presentation

Speak in clear and complete sentences using formal English with adequate volume while maintaining eye contact.

Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

*The Content Standards and Benchmarks are based on the Nebraska English Language Arts Standards. *Asterisks throughout this document indicate additions to the Nebraska Standards for schools in the Archdiocese of Omaha or examples that move the indicator to a higher level of understanding. The shaded cells contain the basic standard with successive numbered rows spiraling to greater levels of complexity and showing the level of teacher instruction by the I, D, M's.*

Definitions for the level of teacher instruction:

Introduce **(I)**, Develop **(D)**, Master **(M)**

- Introduce **(I)**: To provide with a beginning knowledge or first experience of content. No assessment.
- Develop **(D)**: To progress from simple to more complex understanding through practice. Check for understanding as needed.
- Master **(M)**: **To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.**

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Language Arts Content Checklist

Primary Grades K-2

	Standard/Benchmark	K	1	2
LA _1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
LA _1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.		
LA _1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	Identify variations in text (e.g., font, size, bold, italic, upper/lower case). I, D	D, M	
LA _1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).	Identify punctuation (e.g., period, exclamation mark, question mark). I, D	D, M	
LA _1.1.c	Identify parts of a book (e.g., cover, pages, title, author, illustrator).	Identify parts of a book (e.g., cover, pages, title, author, illustrator). I	Identify parts of a book (e.g., cover, pages, title, author, illustrator, *table of contents, index, glossary*). D	D, M
LA _1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.	Demonstrate knowledge that print reads from left to right and top to bottom. I, D	D, M	
LA _1.1.e	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs). I, D	D, M	
LA _1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads). I, D	D, M	
LA _1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.	Demonstrate understanding that words are made up of letters and sentences are made up of words. I, D	D, M	
LA _1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.		
LA _1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words). I, D	D, M	
LA _1.2.b	Segment spoken sentences into words.	Segment spoken sentences into words. I, D	D, M	

	Standard/Benchmark	K	1	2
LA _1.2.c	Identify and produce oral rhymes.	Identify and produce oral rhymes. I, D	D, M	
LA _1.2.d	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday). I, D	D, M	
LA _1.2.e	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab). I, D	D, M	
LA _1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.		
LA _1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text. I, D	Know and apply common letter-sound correspondences (e.g., consonant blends, *long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text. D, M	Know and apply letter/sound correspondence and *spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text. I, D, M
LA _1.3.b	Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	Identify similarities and differences in written words. I, D, M	Use word structure to read words (e.g., onsets, rimes, digraphs, *prefixes and suffixes, contractions, common compound words). I, D	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, *syllabication, derivation). D
LA _1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	Recognize and read grade-level (phonetic and non-phonetic) words in text. I, D	D	D
*LA_1.3.d	*Confirm the accuracy of student reading by using phonics and context clues.	Confirm the accuracy of student reading by using phonics and context clues. I, D	D	D, M

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

	Standard/Benchmark	K	1	2
LA _1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.		
LA _1.4.a	Listen to text of increasing length and/or complexity to develop stamina.	Listen to text of increasing length and/or complexity to develop stamina. I, D, M	Listen to and read text of increasing length and/or complexity to support reader stamina. I, D	Listen to and read text of increasing length and/or complexity to *increase reader stamina. D
LA _1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.	Use appropriate expression to reflect meaning while reading emergent-reader text. I, D, M	Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions). I, D, M	Listen to and read text of increasing length and/or complexity to *increase reader stamina. I, D, M
LA _1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA _1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds). I, D, M	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, *base words). I, D	Use word structure elements, known words, and word patterns to determine meaning *(e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables). D, M
LA _1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words. I, D, M	Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words. I, D, M	Identify and use context clues (e.g., word and sentence clues) and text features exist and may be used to help infer meaning of unknown words. I, D, M
LA _1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. I, D	D	D

	Standard/Benchmark	K	1	2
LA _1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	Identify semantic relationships (e.g., conceptual categories) to determine word relationships. I, D	Identify semantic relationships (e.g., conceptual categories, *synonyms, antonyms) to determine word relationships. D, M	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, *homographs, homophones,* multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing. I, D
LA _1.5.e	Determine word meaning using reference materials and classroom resources.	With adult guidance, determine word meaning using reference materials and classroom resources. I, D, M	Locate words and determine word meaning using reference materials and classroom resources. I, D	Locate words and determine meaning using reference materials. D
LA _1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (fiction, non-fiction, poetry and drama).	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	
*LA _1.6.a.1	*Identify differences between text types.	Identify differences between text genres (e.g., non-fiction, fiction, poetry, and drama). I, D	D, M	Identify characteristics and differences between text genres (e.g., folk tales, fairy tales, tall tales, realistic fiction, science fiction, historical fiction, novels, biography, autobiography, and news sources). I
LA _1.6.a.2	Identify author's purpose (e.g., explain, entertain, inform).	With adult guidance, identify author's purpose (e.g., explain, entertain, inform). I, D, M	Identify author's purpose (e.g., explain, entertain, inform). I, D, M	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) *to support text comprehension. I, D
LA _1.6.b	Identify elements of literary text (e.g., characters, setting, events).	Identify elements of literary text (e.g., characters, setting, events). I, D	Identify elements of literary text (e.g., characters, setting, *plot). D, M	Identify elements of literary text (e.g., characters, setting, plot, *point of view). I, D

	Standard/Benchmark	K	1	2
LA _1.6.c	Identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration). I, D, M	Identify an author's use of literary devices (e.g., *simile, alliteration, onomatopoeia, imagery, rhythm, personification). I, D, M	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification). I, D
LA _1.6.d	Retell major events and key details from a literary text and/or media.	With adult guidance, retell major events and key details from a literary text and/or media. I, D, M	Retell major events and key details from a literary text and/or media. I, D, M	Retell major events and key details from a literary text and/or media and *support a prompted theme. I, D, M
LA _1.6.e	Retell main ideas from informational text and/or media.	With adult guidance, retell main ideas from informational text and/or media. I, D, M	Retell main ideas and supporting details from informational text and/or media. I, D	D, M
LA _1.6.f	Identify text features in print and digital informational text.	Identify text features in print and digital informational text. I, D	D, M	Use text features to locate information and gain meaning from print and digital text. I, D, M
LA _1.6.g	Identify the basic characteristics of literary and informational text.	Identify the basic characteristics of literary and informational text. I, D	Identify the basic characteristics of a *variety of literary and informational texts. D, M	Compare and contrast the basic characteristics of a variety of literary and informational texts. I, D, M
LA _1.6.h	Make connections between own life and/or other cultures in literary and informational text.	Make connections between own life and/or other cultures in literary and informational text. I, D	Make connections between own life and/or other cultures in literary and informational text. D, M	Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective. I, D, M
LA _1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources. I, D	D, M	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources. I, D
LA _1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast). I, D	D	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast). D, M

	Standard/Benchmark	K	1	2
LA _1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	Identify different purposes for reading (e.g., inform, enjoy). I, D, M	Identify and explain purpose for reading (e.g., answer a question, enjoy). I, D, M	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task). I, D
LA _1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections. I, D	D, M	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. I, D
LA _1.6.m	Monitor comprehension by recognizing when meaning is disrupted.	With adult guidance, monitor comprehension by recognizing when meaning is disrupted. I, D	D, M	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct. I, D
LA _1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations and titles.	Make predictions about a text using prior knowledge, pictures, illustrations and titles. I, D	D, M	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media. I, D, M
LA _1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	Respond to text (e.g., verbally, in writing, or artistically). I, D, M	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media). I, D	D
LA _1.6.p	Make connections between a print text and an audio, video, or live version of the text.	Make connections between a print text and an audio, video, or live version of the text. I, D	D	D, M

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	Standard/Benchmark	K	1	2
LA _2	Writing: Students will learn and apply writing skills and strategies to communicate.	Writing: Students will learn and apply writing skills and strategies to communicate.		
LA _2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA _2.1.a	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to generate ideas *and organize information using organization tools (e.g., graphic organizers, story maps, etc.). I	D	D
LA _2.1.b	Generate representations of ideas.	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic. I, D, M	Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. I, D, M	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. I, D, M
LA _2.1.c	Use relevant information and evidence to support ideas.	Gather and use relevant information and evidence to support ideas. I, D	*Gather and use relevant information and evidence to support ideas. D	Gather and use relevant information and evidence from *one or more print and/or digital sources to support ideas. D, M
LA _2.1.d	Compose grammatically correct sentences.	Compose simple, grammatically correct sentences. I, D, M	Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type. *(declarative, interrogative, exclamation, command) I, D	D
LA _2.1.e	Revise to improve and clarify writing.	With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. I	D	D, M
LA _2.1.f	Provide descriptive feedback to other writers.	Provide oral descriptive feedback to other writers. I	D	Provide oral and/or *written descriptive feedback to other writers. D
LA _2.1.g	Persevere in writing tasks.	With adult guidance, persevere in writing tasks. I, D	Persevere in writing tasks of various length and complexity. D	Persevere in writing tasks of various length and complexity. D, M

	Standard/Benchmark	K	1	2
LA _2.1.h	Proofread and edit writing recursively for format and conventions of standard English.	With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation). 	D, M	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). , D
LA _2.1.i	Use own words to relate information.	Use own words to relate information. , D	D, M	Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
LA _2.1.j	Publish a legible document.	With adult guidance, publish a legible document *writing left to right, using correct upper and lower case lower case letters,* with appropriate spaces between letters, words, and sentences in a variety of formats. 	D	D, M
*LA _2.1.k	*Publish a friendly letter.			*Publish a two paragraph friendly letter using correct format with relevant and interesting details. , D
LA _2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA _2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. 	D	D
LA _2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	With adult guidance, provide evidence from literary or informational text to support ideas or opinions. 	D, M	Provide evidence from literary or informational text to support ideas or opinions.
LA _2.2.c	Conduct and publish research to answer questions or solve problems.	With adult guidance, conduct and publish research to answer questions or solve problems. 	D, M	Conduct and publish research to answer questions or solve problems using resources.
LA _2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	D	D
LA _2.2.e	Compare mentor texts and examples to create similar pieces.	With adult guidance, compare mentor texts and examples to create similar pieces. , D, M	Compare various mentor texts and/or exemplars to create similar pieces. 	D

	Standard/Benchmark	K	1	2
LA _3	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.	Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.		
LA _3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.		
LA _3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice *, subject related vocabulary,* grammar, and sentence structure.	Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences. I, D	D, M	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using *topic focus,* appropriate word choice,* subject related vocabulary,* grammar, and sentence structure. I, D
LA _3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) to convey understanding of the chosen text. I, D	D, M	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations *, including interpreting text (e.g. poems, rhymes, and songs). I, D
LA _3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	Describe people, places, things, location, size, color, shape, and action to enhance understanding to a chosen audience. I, D, M	Describe people, places, things, location, size, color, shape, and action to enhance understanding to a chosen audience while retelling information showing knowledge of the subject. I, D, M	Utilize appropriate visual and/or digital tools to support verbal communication, while describing people, places, things, locations, size, color, shape and action. I, D, M
LA _3.1.d	Convey a personal perspective with clear reasons.	Convey a personal perspective with clear reasons for choosing the story to share. I	D, M	Convey a personal perspective with clear reasons. I, D
LA _3.1.e	Ask pertinent questions to acquire or confirm information.	Ask pertinent questions to acquire or confirm information. I	D	D
*LA _3.1.e.1	*Answer questions to confirm information.	*Answer questions to confirm information. I,D	D, M	

	Standard/Benchmark	K	1	2
LA _3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.	Listening: Students will develop and demonstrate active listening skills across a variety of situations.		
LA _3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities. I	D	D, M
LA _3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats. I	D, M	*Ask questions about the purpose and credibility of information being presented in diverse media and formats. I, D, M
LA _3.2.c	Complete a task following complex multi-step directions.	Complete a task following one/two-step directions. I, D	D, M	Complete a task following *multi-step directions. I, D, M
LA _3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.		
LA _3.3.a	Integrate professional etiquette and social protocols when communicating.	Practice appropriate classroom etiquette and recognize social cues when communicating. I	Practice and *demonstrate appropriate classroom etiquette and recognize social cues when communicating. D	*Demonstrate appropriate classroom etiquette and recognize social cues when communicating. D, M
LA _3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation. I	D	D, M
LA _3.3.c	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. I	D	D
LA _3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study. I	D	D
LA _3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Collaboratively converse with peers and adults on grade-appropriate topics and texts. I	D	M

	Standard/Benchmark	K	1	2
LA _4	Multiple Literacies: Students will apply information fluency and practice digital citizenship.	Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
LA _4.1	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).		
LA _4.1.a	*Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real).	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings (e.g., fiction vs. nonfiction, real vs. not real). 	D	D
LA _4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). 	D	D
LA _4.1.c	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). 	D	D
LA _4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
LA _4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). 	D	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, *appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). D
LA _4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems. 	D	D

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Recommended Mastery Levels for Parts of Speech in Grades K-2

Parts of Speech	K	1	2
Nouns			
Noun	I	D	D
Singular/Plural nouns		I	D
Common noun		I	D
Proper noun		I	D
Subject			I
Verbs			
Verb	I	D	D
Action Verb		I	D
Linking Verb			I
Adjectives			
Adjectives		I	D
Conjunctions			
Conjunction			I
Sentences			
Declarative sentence		I	D
Interrogative		I	D
Exclamatory			I, D
Imperative			I, D
Simple			I
Compound Subject			I
Compound Predicate			I
Subject/Verb Agreement			I
Simple sentence		I	D
Capitalization			
Proper nouns	I	D	D
Pronoun "I"		I	D
Punctuation			
Period	I	D	M
Question mark		I	D
Exclamation point			I
Apostrophe			I
Contractions			I
Commas			I
Dates			I
Letters (greeting, closing)			I

I= Introduce	D= Develop	M=Master
To provide with a beginning knowledge or first experience of something. Does not need to be assessed.	To progress from simple to more complex through practice. Check for understanding as needed.	To be proficient in using content; to understand and be able to retrieve and use the specified material as needed to maintain proficiency at the appropriate grade level. Student mastery must be assessed.

